

# Designing peer to peer workshops to use technology as an assessment tool.



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Designing peer to peer workshops to use technology as an assessment tool.

# Session Goals

- Consider need for technology based assessments
- Understand process of developing workshops



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# NETS\*T Standards



## The ISTE NETS and Performance Indicators for Teachers (NETS•T)

### 2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

- Inspiration 9 software is a great match!

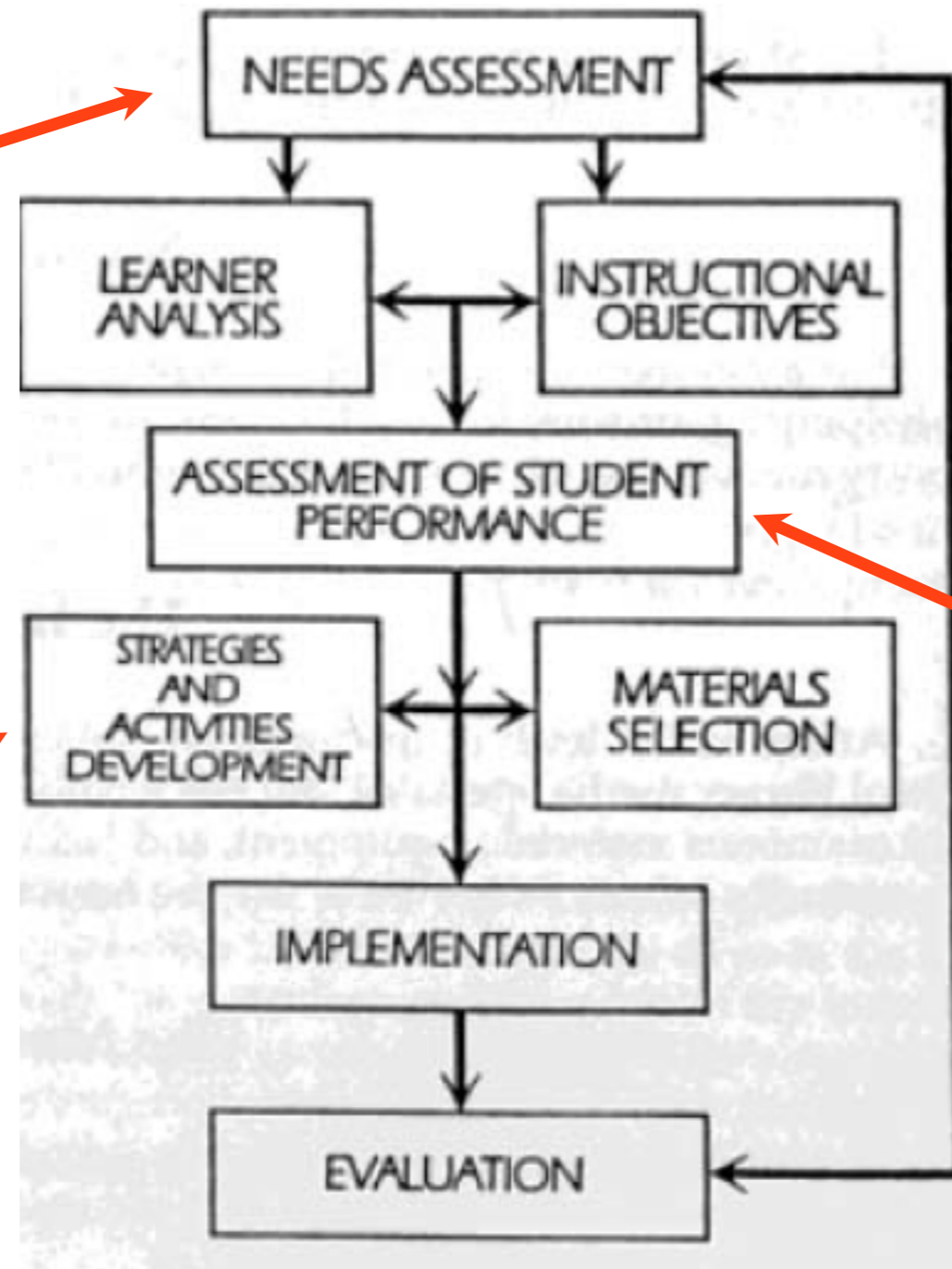


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# Process of Instructional Design

1. Colleagues need to make more technology based assessments.

3. Develop workshop.

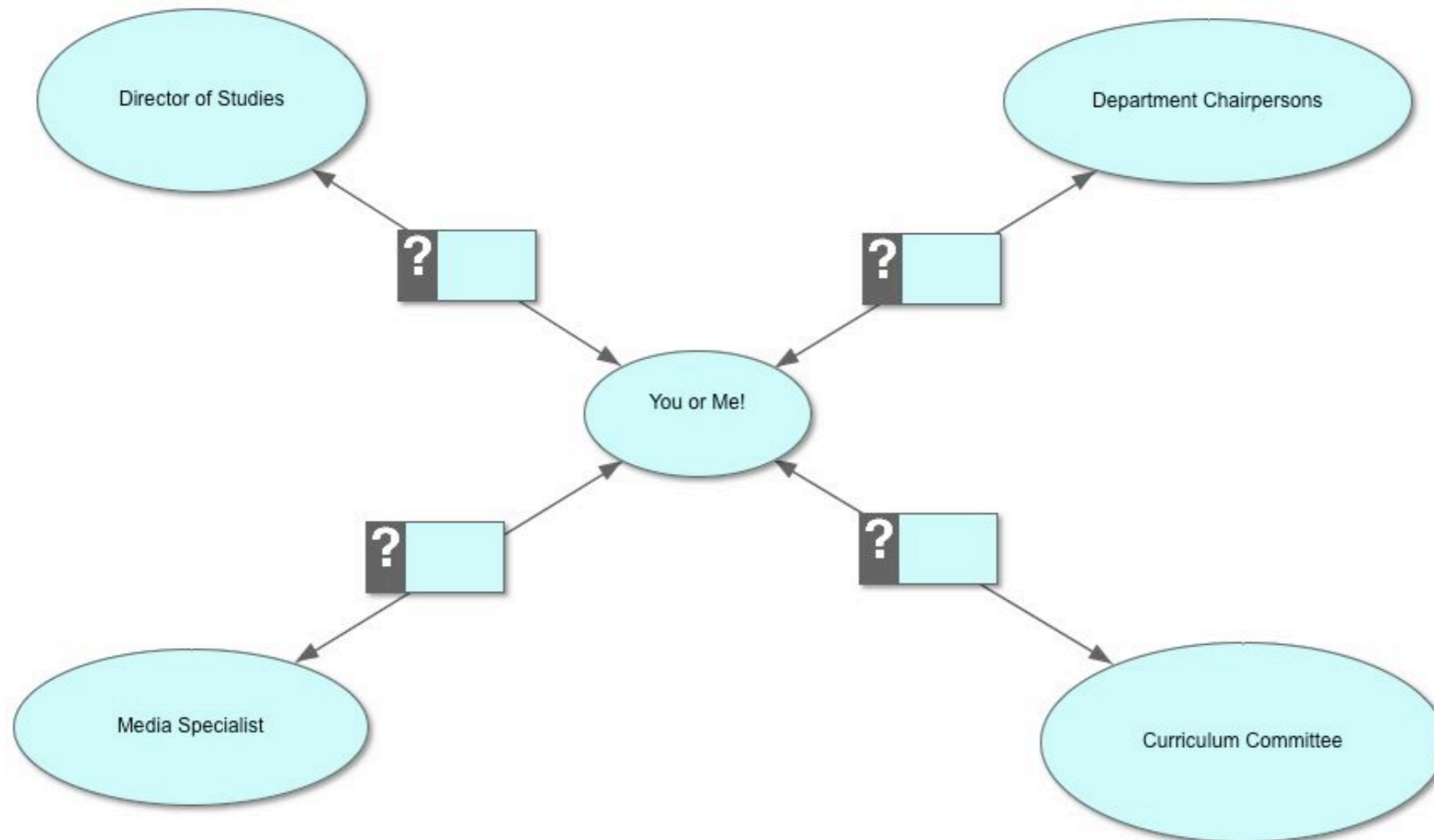


2. Survey will give a starting point.



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# Collaboration



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# Survey

## Department Head - technology use survey

This form is being used to collect data about your department. Please consider the average answer for the whole group. Additionally, please note where specific information is required.

1.

Frequency of assessments per biweekly grading period

	1-2	3-4	5-6	7-8	9+
Written	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Google Doc will  
facilitate distribution  
and organizing results.



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# Customize your survey

## Docs

CREATE



- Document
- Presentation
- Spreadsheet
- Form**
- Drawing
- Table (beta)
- Collection

### Untitled form

You can include any text or info that will help people fill this out.

Question Title

Sample Question 1

Help Text

Question Type

Their answer

Done

☐ Make this

- ✓ Text
- Paragraph text
- Multiple choice
- Checkboxes
- Choose from a list
- Scale
- Grid

Sample Question 2



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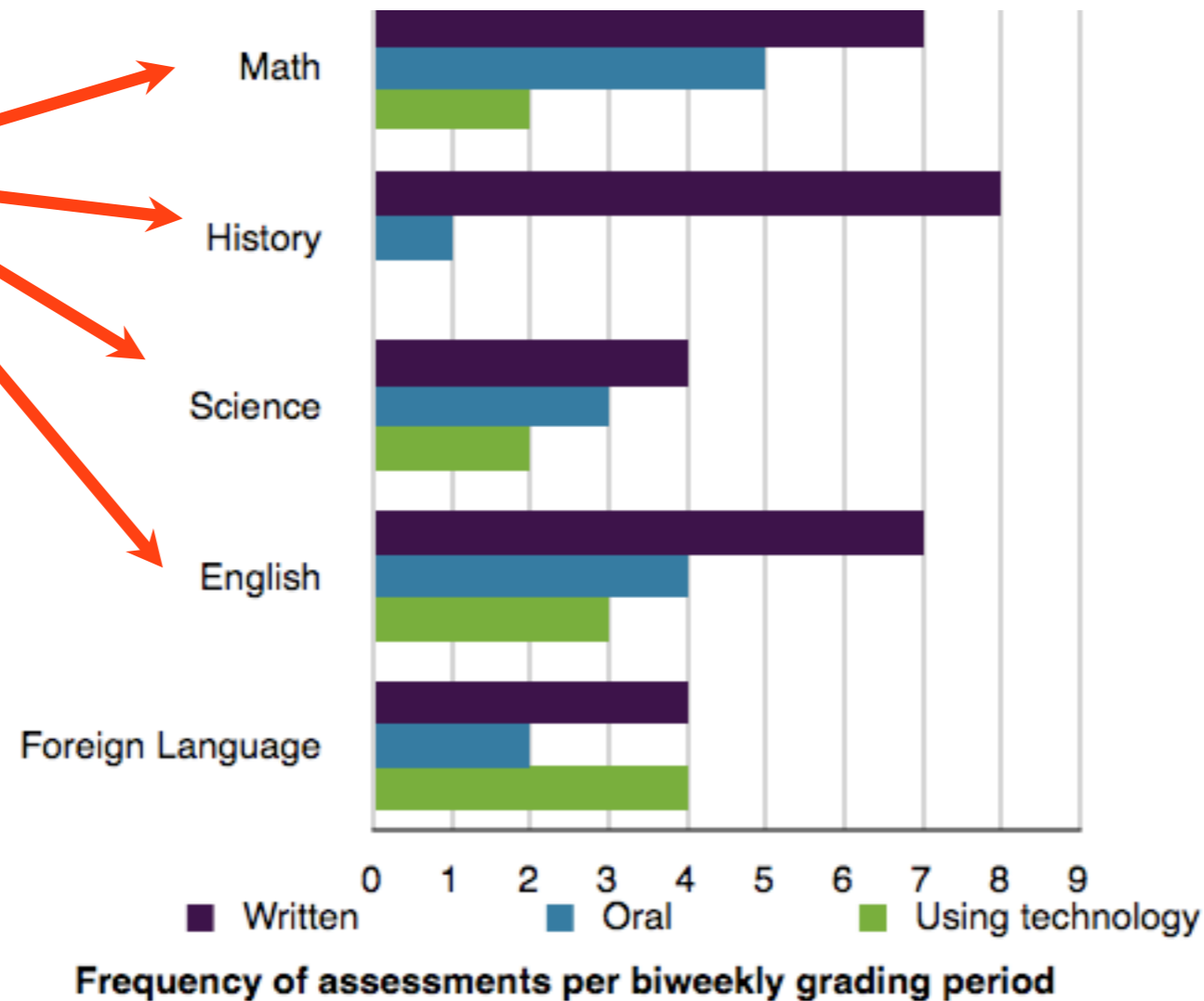


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# Results

Using far less  
technology  
assessments.





# RUMSEY HALL SCHOOL

Technology guide: Creating assessments with Inspiration 9

## Workshop agenda

- Introduce Inspiration 9 software
- Talk about templates and examples
- Time to create and ask questions



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## What is Inspiration 9?

- Software that makes concept maps and outlines
- Installed on all RT3 computers



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## Why use Inspiration 9?

- Incorporate different technology
- Appeal to visual and verbal learners
- Create worksheets and class activities
- Work faster with provided templates
- Save documents for future



## Assessing content in foreign language

- Crack the code of complex ideas
- Identify interrelationships
- Bring verbal and visual clarity to thinking process



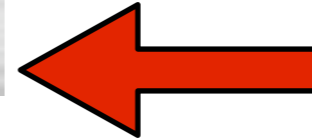
# RUMSEY HALL SCHOOL

Technology guide: Creating assessments with Inspiration 9

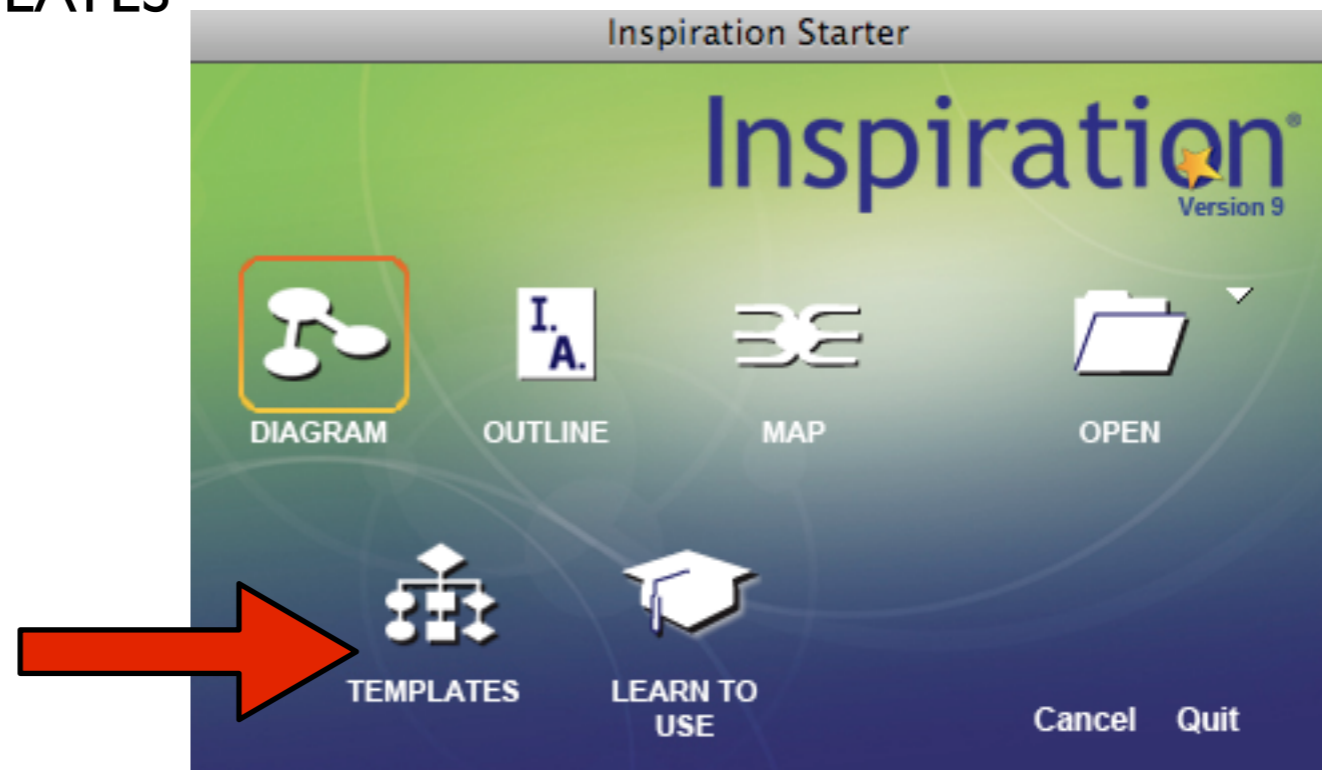
## Getting started

**Step 1** Double click the icon

Inspiration 9



**Step 2** Double click TEMPLATES



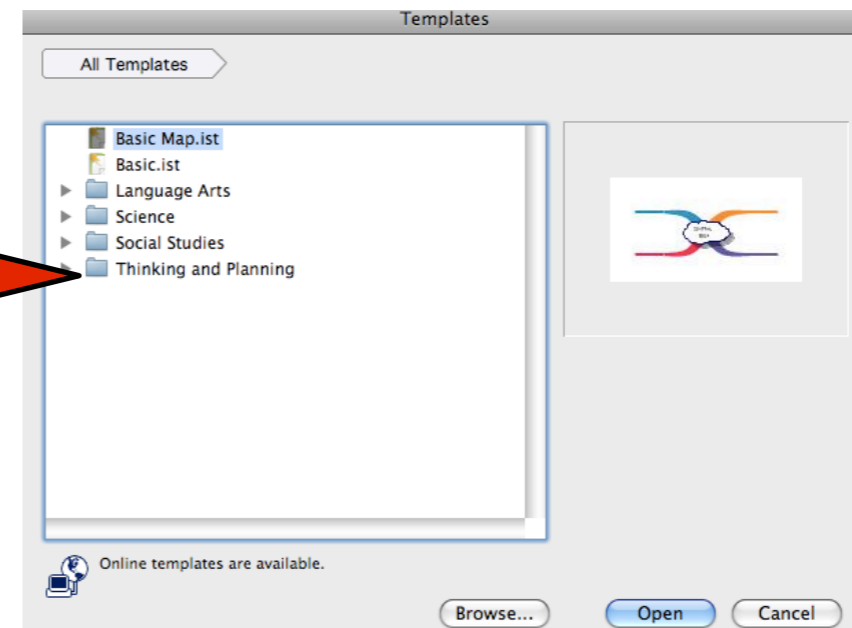


# RUMSEY HALL SCHOOL

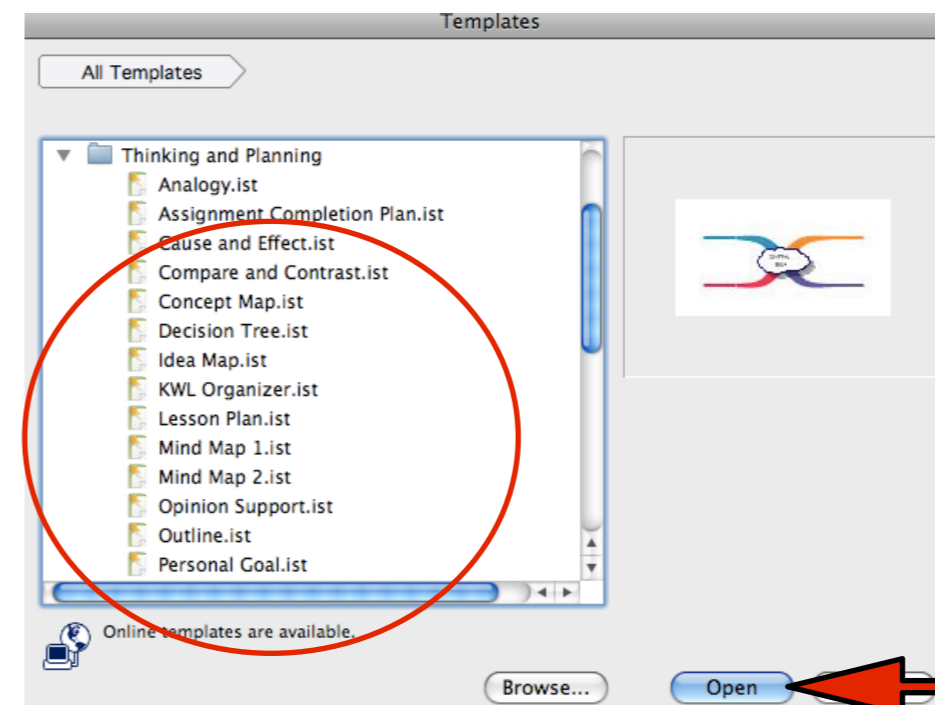
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## Getting started

**Step 3** Click on Thinking and Planning



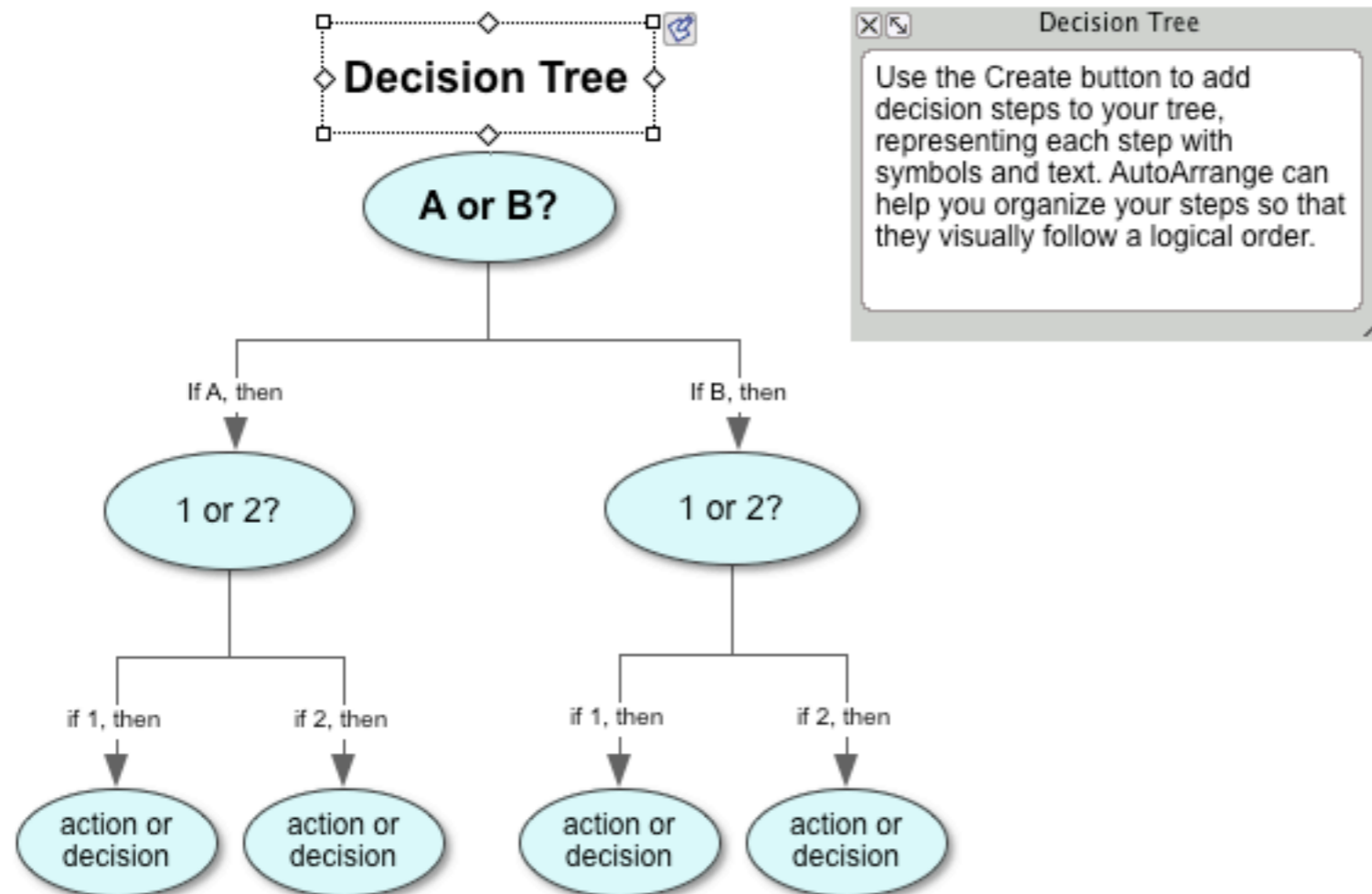
**Step 4** Click a template and click OPEN





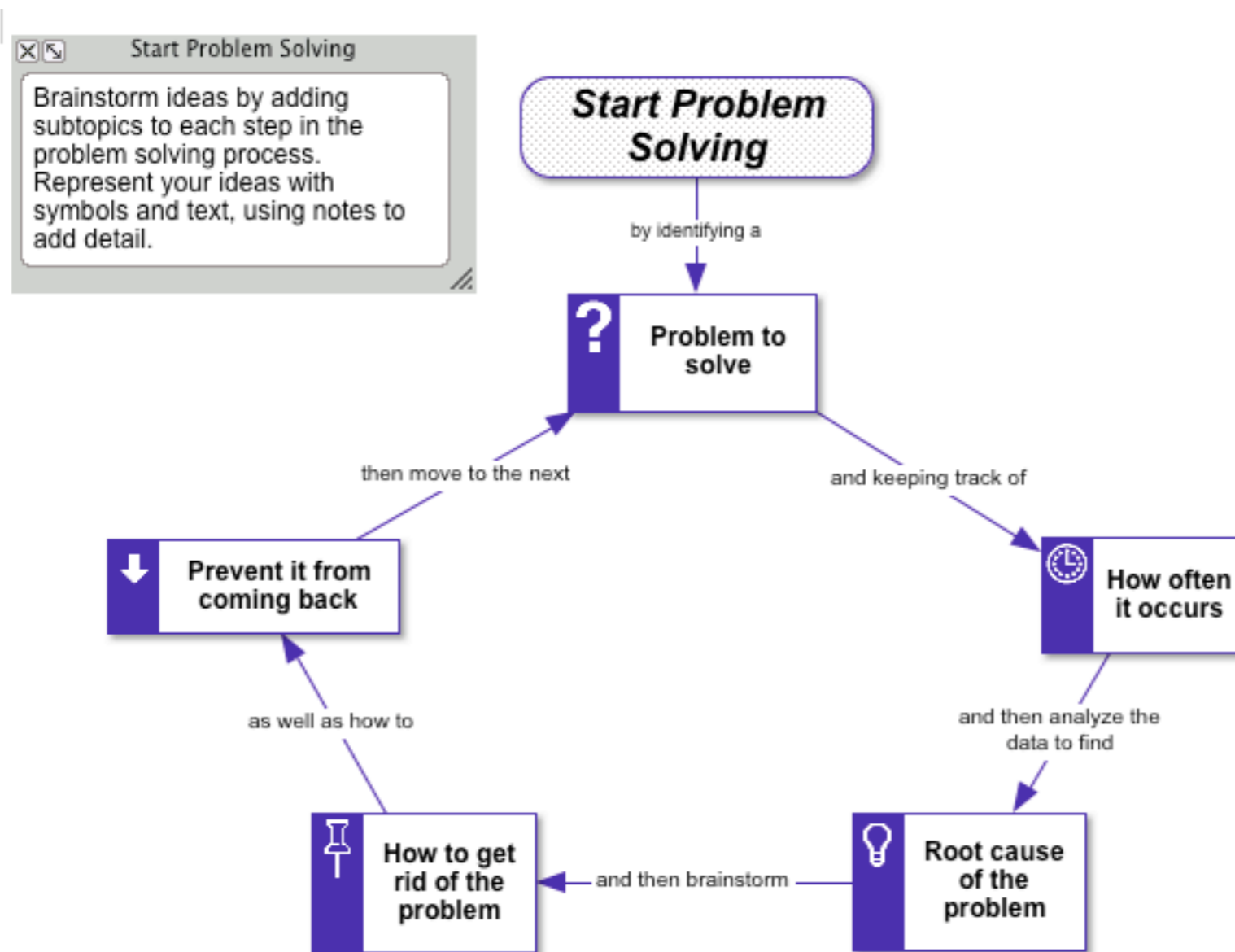
### Generic tree template

Show hierarchical relationships, cause/effect, problems/solutions, compare/contrast, and sequencing





### Generic cyclical template

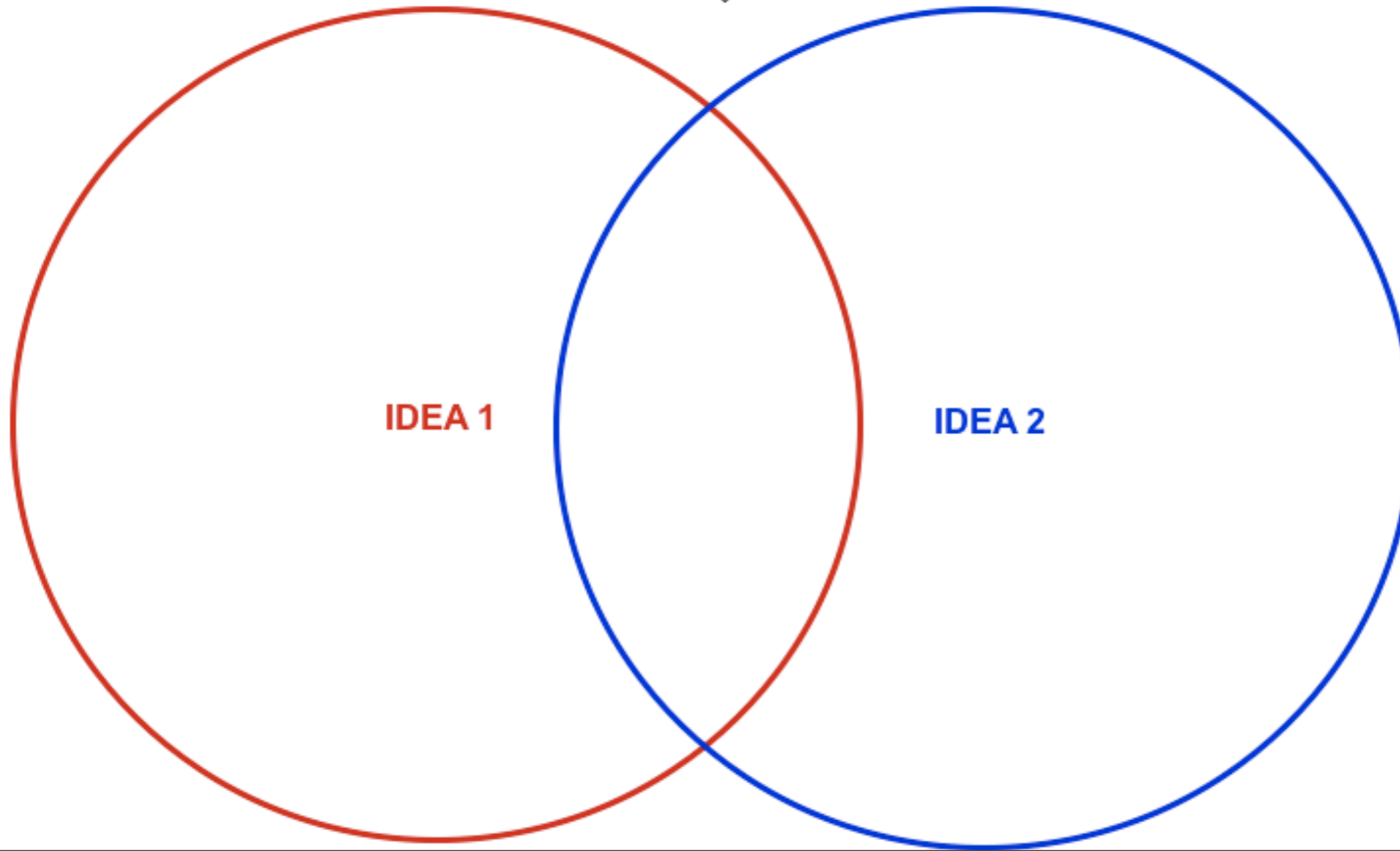
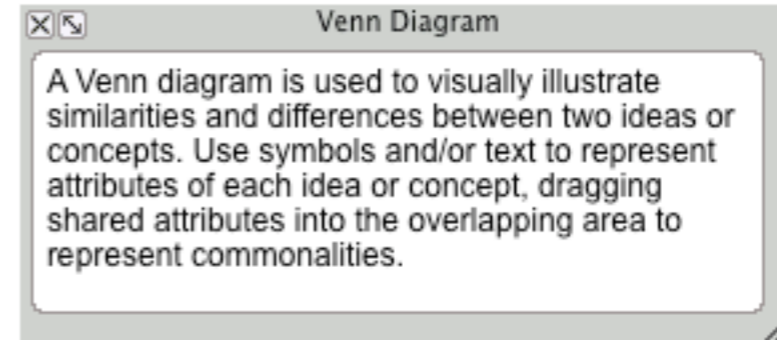




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## Generic diagram template



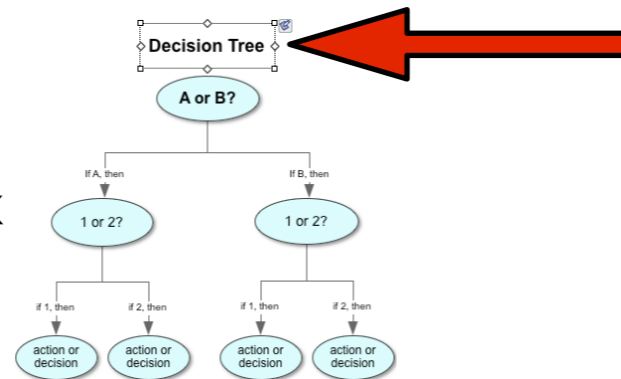


# RUMSEY HALL SCHOOL

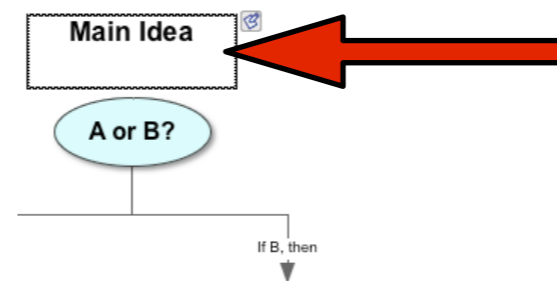
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## Editing a generic template

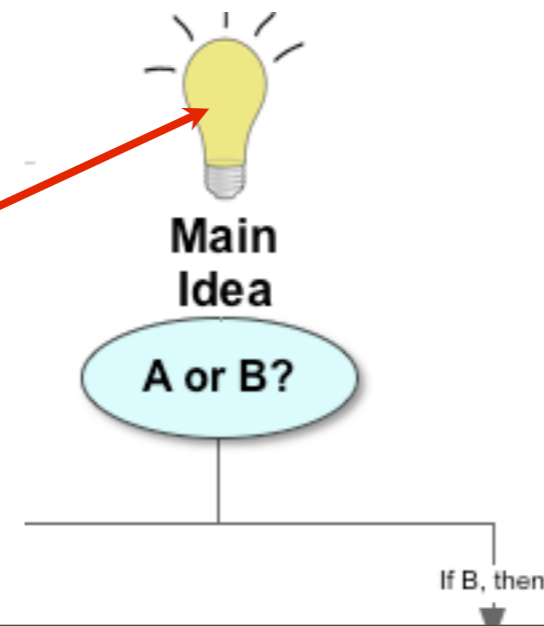
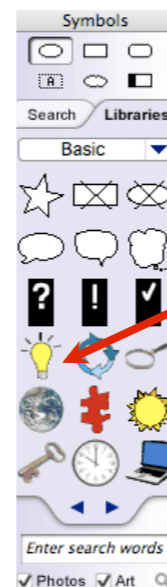
**Step 1** Click on textbox



**Step 2** Type in textbox



Or drag a symbol from sidebar



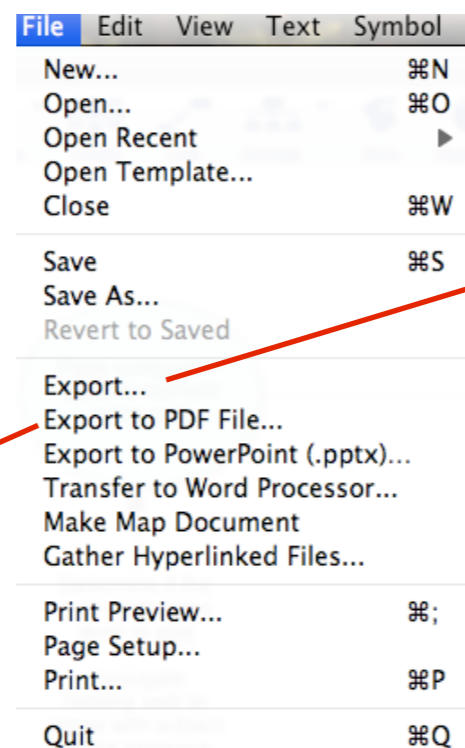


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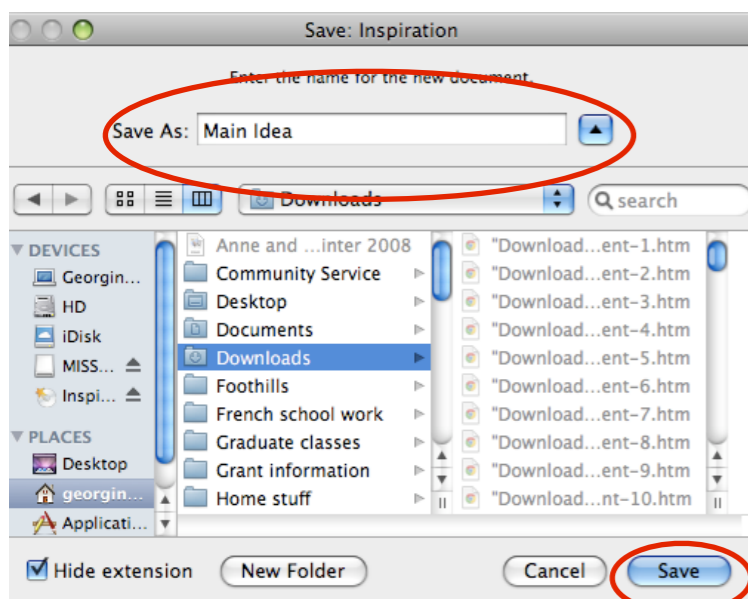
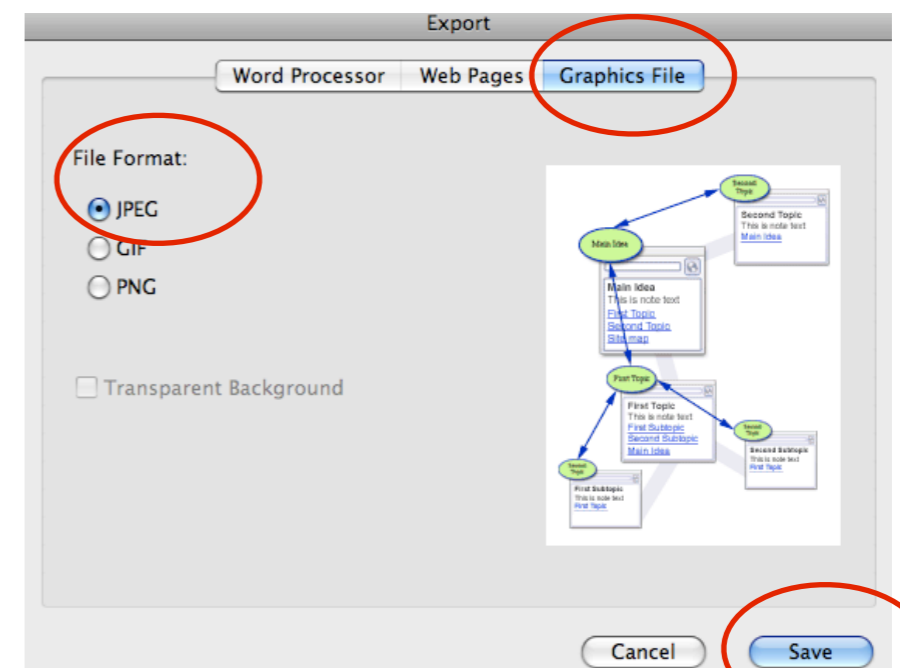
## Saving option that CANNOT be edited

Go to FILE menu



EXPORT as a JPEG

EXPORT as a PDF



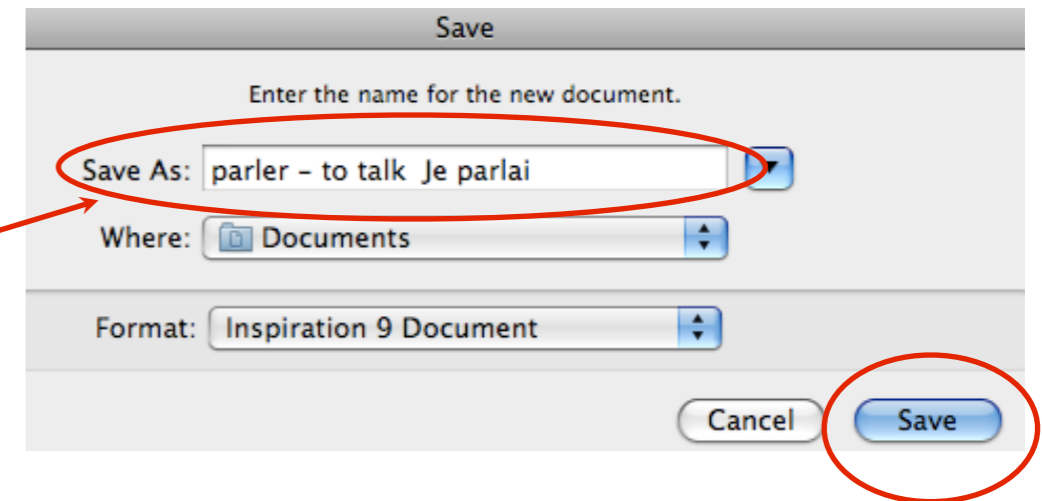
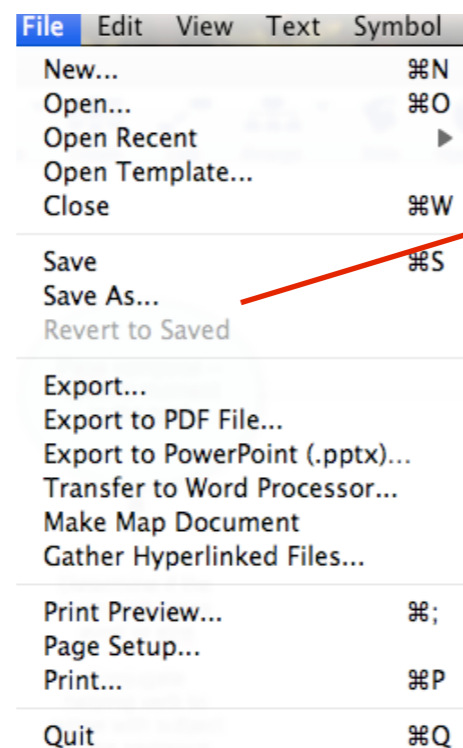


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## Saving option that CAN be edited in Inspiration 9

Go to FILE menu





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## Examples for verb conjugations



Manger - to eat  
regular -er verb

Je mange

Nous mangeons

Tu manges

Vous mangez

Il mange  
Elle mange  
On mange

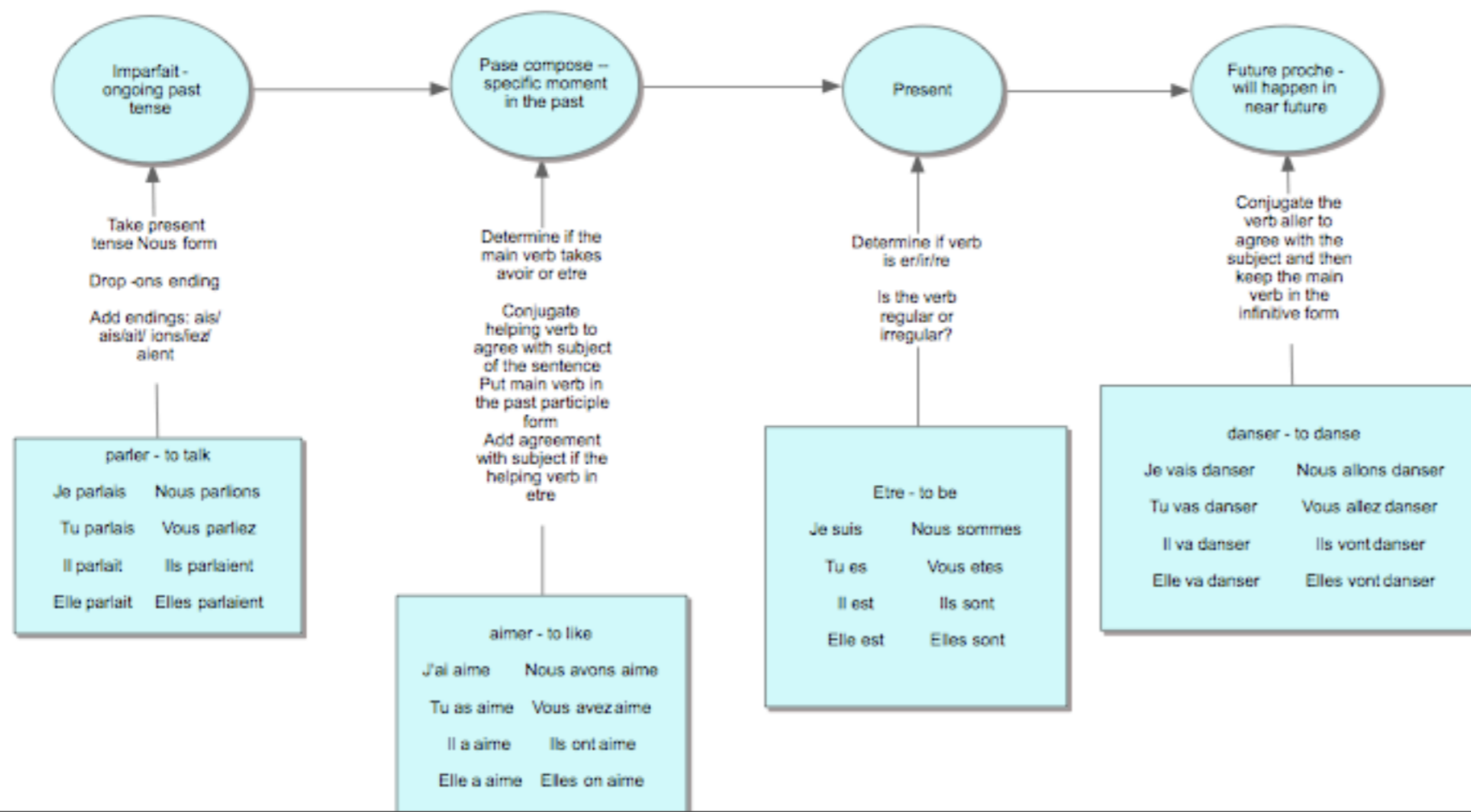
Ils mangent  
Elles mangent



### Examples for understanding tenses

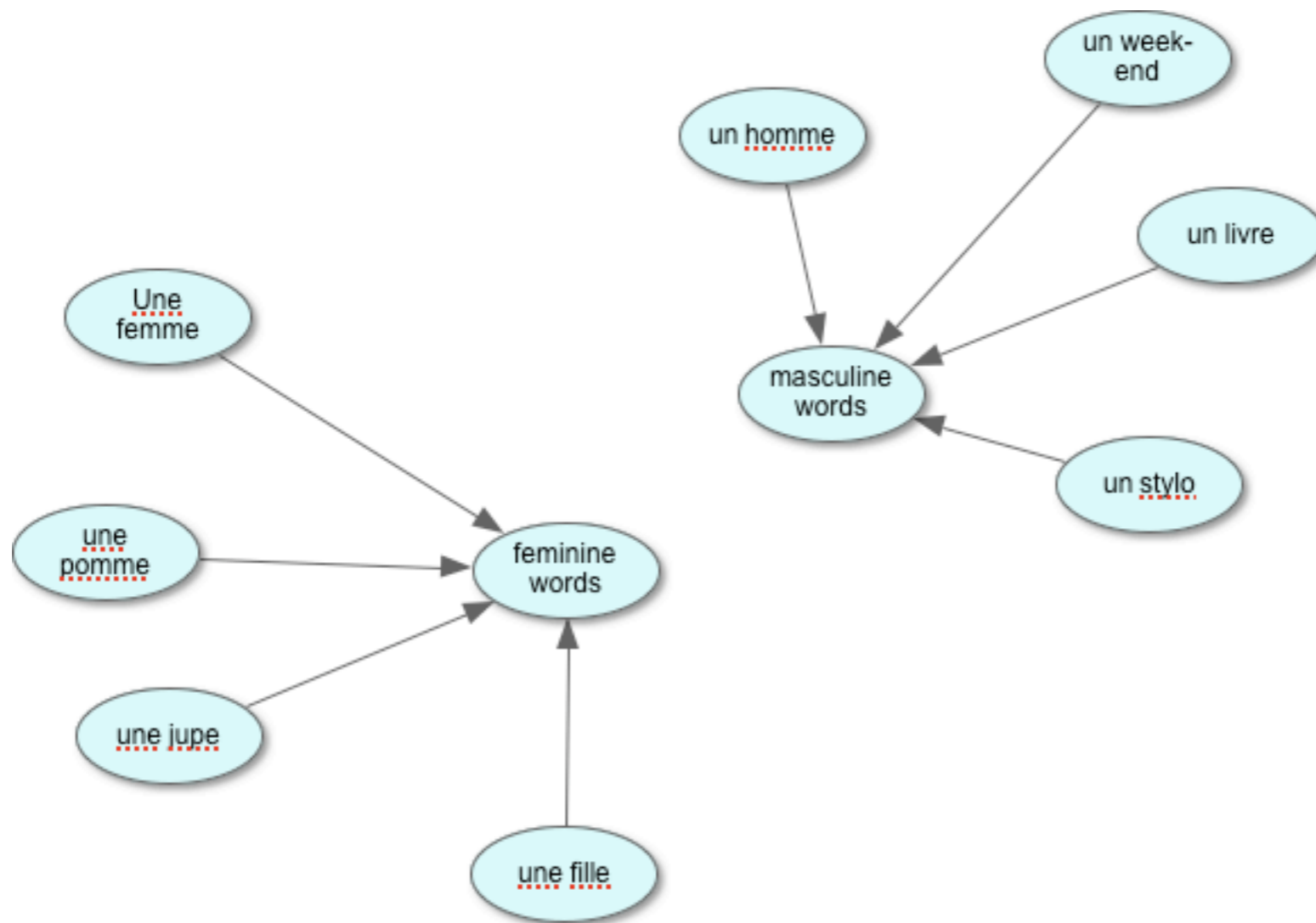


Time line of tenses





### Examples for grouping vocabulary

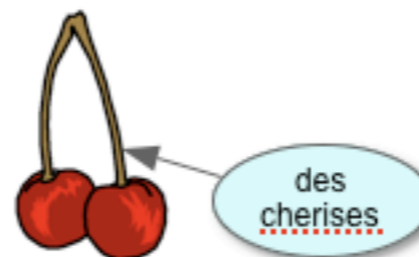
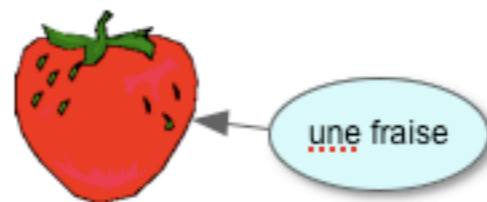
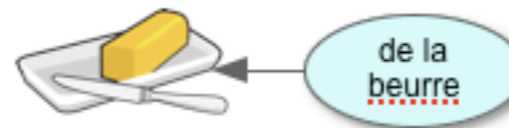
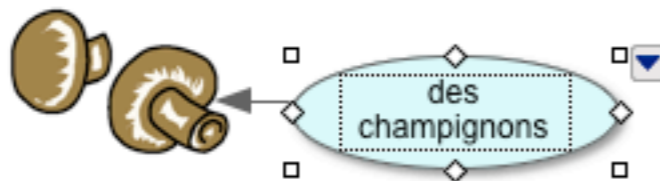
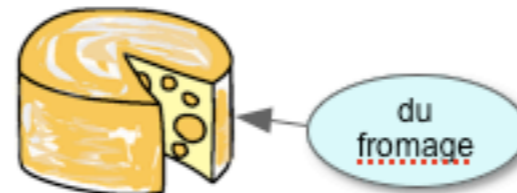
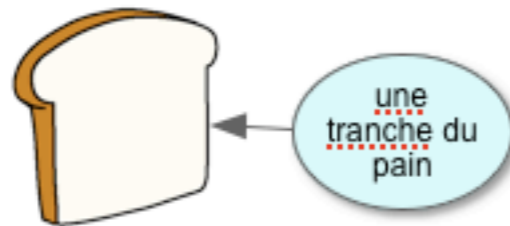




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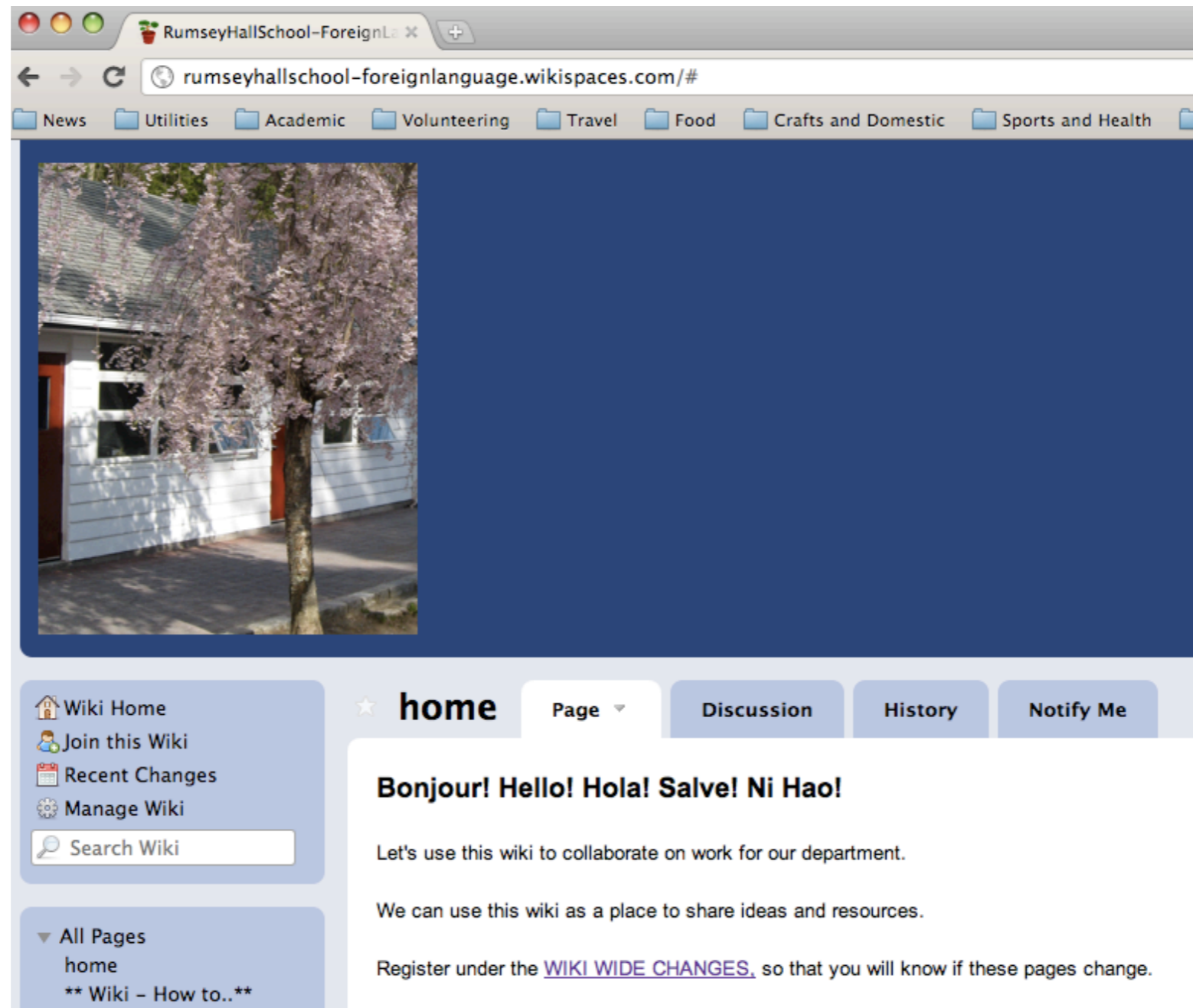
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## Examples for vocabulary recognition



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# Share with your colleagues



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# Resources



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[www.rumseyhall.org](http://www.rumseyhall.org)



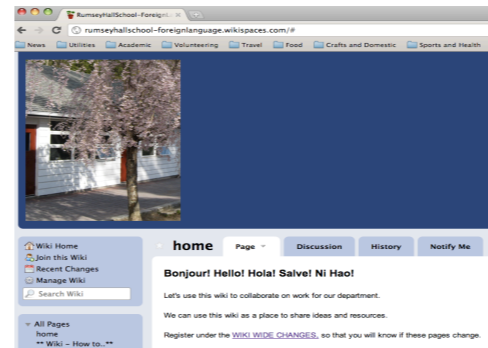
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[http://www.fairfield.edu/gseap/maet\\_index.html](http://www.fairfield.edu/gseap/maet_index.html)

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